

Kansas Department of Corrections



Senate Bill 123 Skill Training/Certification Report



KDOC Training Responsibilities

- Community Corrections Officers
 - Level of Service Inventory-Revised© (LSI-R ©)
 - Cognitive-Behavioral Tool Workshop
- Substance-Abuse Treatment Providers
 - Cognitive-Behavioral Tool Certification Training
 - Via the Thinking for a Change© Facilitator Training
 - Integration/Addendum Plan Approval
 - Site-Visits

Level of Service Inventory Revised©



Information current as of September 2006



LSI-R©

- Risk/Need Assessment Instrument
- Identifies;
 - Risk for Re-offending
 - Criminogenic Needs (targets for reducing risk)
- Instrument frequency;
 - Prior to conviction
 - 6 mo. (or a Significant Event)
 - Discharge



Certification Process

- Initial Training
 - 3 day training
 - Background/History, Instrument Scoring, Interviewing
- Practice Period
 - 5 Weeks
 - 9 Practice Assessments & 1 Video Taped Assessment
- Follow-up Training
 - 1 day training
 - Practice Assessment Feedback, Scoring Review and Exercise



Certification Training Update

- 21 LSI-R© Trainings for Community Corrections held to-date
- Locations included:

Great Bend	Topeka (7)
Iola	Wichita (6)
Salina	Johnson County
Lansing (2)	El Dorado
Hutchinson	



General Statistics

- 269 Community Corrections Officers have been certified within the State of Kansas to administer the LSI-R©

Statewide Numbers;

- 250 KDOC Facilities
- 123 Parole Officers

Kansas Court Services – Implementation

- 05-09-2006 Passed by Gov.
- FY2008



SB 434

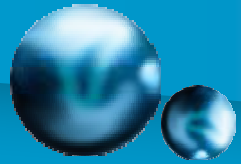
*“The pre-sentence report will become part of the court record and shall be accessible to the public, except that the official version, defend-ant’s version and the victim’s statement, any psychological reports, **risk and needs assessments** and drug and alcohol reports and assessments shall be accessible only to the parties, the sentencing judge, the department of corrections, and if requested, the Kansas sentencing commission. If the offender is committed to the custody of the secretary of corrections, the report shall be sent to the secretary and, in accordance with K.S.A. 75-5220 and amendments thereto to the warden of the state correctional institution to which the defendant is conveyed.”*

Sec 3 (c)



CBT Workshop

- Purpose;
 - Orient the Officers to the Cognitive-Behavioral skills
 - Allow ISOs the ability to reinforce skills with in the context of Supervision



Workshop Update

- 9 Workshops for Community Corrections held to-date:

Great Bend

Topeka (2)

Kansas City

Wichita (3)

Salina

LCF (1)

- Upcoming Trainings;
 - November 29-30; EDCF
 - February 28 - March 1; LCF
 - May 30-31; HCF

Cognitive-Behavioral Tool Certification Training

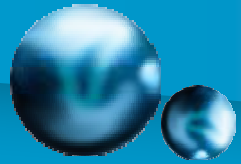


Information current as of September 2006 – Numbers reported via TOADS data system



Certification Process

- 4 Day Training
 - Thinking for a Change© Facilitator Training
- Training Revision
 - Focus – Learning objectives and Facilitation method
 - Integration expectations
 - Site Visit



Certification Training Update

- 30 Trainings held to-date:

Dodge City	Salina (3)
Great Bend (2)	Topeka (8)
Lansing (2)	Wichita (8)
Lawrence (2)	Hutchinson (3)
Kansas City	

- Available Trainings;
 - November 13-16; Wichita
 - February 5-8; Topeka
 - May 7-10; Wichita



Certified Counselors

- 377 Counselors have been certified in the application of the Cognitive-Behavioral Tools (August 2005)
- 488 Counselors have been certified in the application of the Cognitive-Behavioral Tools (September 2006)

Senate Bill 123 Provider Site Visits



Information current as of September 2006



Site Visit Process

- Notification from KDOC
 - Staff Skill Development (CBT Training Team)
 - Pre-visit packet
- Site Visit
 - Documentation Review
 - Group/Skill Observation
 - Offender Interviews



Site Visit Process Cont.

- Feedback – Draft Report
 - Provider response period
- Final Report



General Information

- 6-8 hours
- Covers three major areas;
 - Agency documentation
 - Client documentation
 - Integration of Cognitive Tools



Client Documentation

- SB123 Assessment Summary (referral)
- Client Placement Agreement
- Cognitive-behavioral Tool
 - Example; Thinking Report, Thought Map, etc.
- Attendance/Performance
- ASI
 - 30 day
 - Discharge
 - 60 day post-treatment



Integration of CBTs

- Integration/addendum plan reviewed
- 4 components are assessed as presented within documentation and group observation



Cognitive-Behavioral Tools

- Social Cognitive Theory
 - Cognitive Restructuring
- Interpersonal Communication Skill
 - Training Social Skills
- Cognitive Problem Solving
- Reflective Communication
 - Multiple Mechanisms for change
 - Reflective communication



Social Cognitive Theory

- Cognitive Restructuring
Exposure to the prin.
(Learning objectives of Cognitive Self-Change- Lessons 5-9)
- Demonstration of the skill set
Evidence of transference/app.
(Homework)



Interpersonal Comm. Skill Training

- Interpersonal Communication skills
- Methodological Assessment and Design (Lesson 22)
- Based upon the prin. of Structured Learning Theory
 - Social Skills Lesson Format (handout)



Cognitive Problem Solving

- General strategy for dealing with problems arising from daily life *emphasizing the context of relapse prevention*
 - Defining the problem (Lesson 18)
 - Goal Setting (Lesson 19)
 - Choices and Consequences (Lesson 20)
 - Choose, Implement and Evaluate (Lesson 21)



Reflective Communication

- Trans-theoretical Model
 - Multiple mechanisms for change
- Reflective Communication



Facilitator Feedback

- 2003 – SENATE BILL 123 *CERTIFIED COUNSELOR DEVELOPMENT CONTINUUM* **NEW!!!!!!**



Development Continuum

DOMAINS OF DEVELOPMENT

GROUP MANAGEMENT

FACILITATION

COGNITIVE RESTRUCTURING

COGNITIVE SOCIAL SKILLS

COGNITIVE PROBLEM SOLVING

REFLECTIVE COMMUNICATION



Example

GROUP MANAGEMENT		
1 = BEGINNING FACILITATOR	2 = DEVELOPING FACILITATOR	3 = EXPERT FACILITATOR
<ul style="list-style-type: none"> •Tends to be general in giving directions/instructions •Lessons focus tends be loose •May openly disagree with participant statements •Facilitator may tend not to include resistant students •May take short cuts •May leave some students out of activities due to "time" issues •Tends to "process" with one individual for a significant period of time during the group, isolating the remaining participants •Fails to recognize anti-social behaviors, (indicate an example from observation) •Fails to consistently seek active participation from all group members throughout the entirety of the session. 	<ul style="list-style-type: none"> •Consistently adheres to basic rules and procedures that make the group sessions productive •Fails to address anti-social behaviors (e.g., in-complete homework assignments, side-bars, etc.) within an appropriate timeframe •Consistent in responses to disruptive non-responsive behavior •Demonstrates respect for participants during disruptive interactions and clearly ties consequences to group rules •Recognizes the potential of offender-to-offender interactions yet makes little effort to intentionally foster this interaction productively •Communicates in a way that provides some positive feedback for appropriate participation •Promotes more even participation among group members, yet may allow a small number of participants to not participate. •Does not accommodate individual differences in comprehension and communication style 	<ul style="list-style-type: none"> •Values and promotes productive offender-to-offender and offender-to-facilitator exchanges •Provides very specific examples and directions to the group as well as individual members in the group based upon their need •Sets up a climate that minimizes participant disruptions •When disruptions do occur the facilitator responds consistently in ways that demonstrate respect and objectivity •Promotes even and productive participation among group members based on knowledge of participants' varying levels of comprehension and communication styles •Every group member feels that they have received personal attention the need during the group •Every group member effectively practices the skill/behavior required in the sessions objectives
		SCORE: <div></div>



How it works

- ***INDIVIDUALLY;***

For each of the Domains assessors make the appropriate selections for the facilitator observed. Comments justifying the rationale for the selections made are required and as are specific behavioral examples.

- ***AUDIT TEAM;***

When the individual scoring has been completed, as the team determines the average score for each domain; (i.e., sum the scores provided by each assessor and divide by the total number of assessors, for each domain).



How it works – Cont.

- A Total cumulative score (generated by summing the averaged domain scores), then divide that number by 6 (number of domains assessed). This number will serve as the Facilitators overall rating.
- **Overall Facilitator Ratings** are as follows;
 - **2.5 – 3.0** Expert Facilitator
 - **1.5 – 2.4** Developing Facilitator
 - **< 1.4** Beginning Facilitator



Client Interviews

- Program Participant Interview Guide
 - Page 18 of 20
- Offender new to program
- Offender established in program
- Offender close to completing program



Site visits to date

- 10 agencies have received Final Reports
- 7 agencies are within the DRAFT Reporting phase

Senate Bill 123 Web-Site



<http://docnet.dc.state.ks.us/sb123/default.htm/>



Information Available

- General SB123 Information (Approved Provider List & Modalities, etc.)
- Updated Integration Plan Formats
- Cognitive-Behavioral Tool Certification Training Information
 - Training Applications/Contact Information
- Misc. SB123 Links
 - SASSI
 - KSC

Misc. Information





Things to Remember

- Any changes to the SB123 Approved Integration Plan and/or Addendum must be KDOC approved
- Providers are responsible for notifying KDOC of staffing changes pertinent to SB123
 - *In a timely manner*
 - *Accompanied by the appropriate /relative corrections*



Continued...

- Agencies providing SB123 services without a CBT Certified counselor are non-compliant
- CBT Certification Training reservations are allocated by agency – should the reserved space become available the reserving agency may re-allocate the slot at their discretion
- CBT space is reserved based upon the order of training applications received